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AUTHOR MacDougall, Bonnie Graham; de Abrew, Kamini
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ABSTRACT

This course on the language of Sri Lanka is intended to be taken under a Sinhala-speaking instructor. This module introduces the Sinhala writing system. The emphasis of the module is on letter recognition. Directions for writing the symbols in the "basic" alphabet are provided so that students will have a culturally appropriate and phonetically accurate method of writing down words. Many photographs of Sinhala signs are included. Each of 28 lessons covers a specific aspect of reading and writing characters. With the addition of four practice reading sections at the conclusion of the module, this first part of the course can be completed in about 15 hours. (JB)

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Sinhala

BASIC COURSE MODULE 1 BEGINNING SIGNS AND LETTERS

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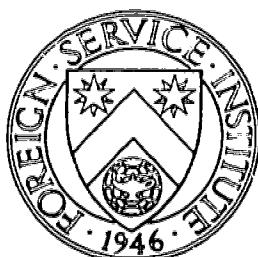
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BY
BONNIE GRAHAM MacDOUGALL
with KAMINI de ABREW



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*FOREIGN SERVICE INSTITUTE
BASIC COURSE SERIES
Edited by
MARIANNE LEHR ADAMS*

P R E F A C E

Basic Sinhala is a beginning course presented in three modules dealing with the writing system, conversation and grammar. The respective titles are:

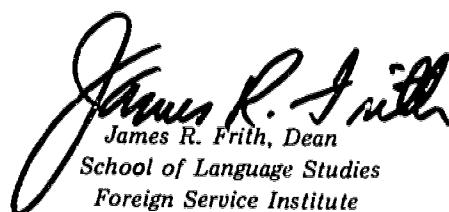
- Module I - Beginning Signs and Letters*
- Module II - General Conversation*
- Module III - Sinhala Structures*

The course is intended for use with the help of a Sinhala-speaking instructor. The student must start with Module I in order to gain the grasp of Sinhala writing necessary to use the other two modules since the Sinhala material in those modules is presented only in its natural written form. The conversation and grammar modules are intended to be used in conjunction with each other, General Conversation containing systematic cross-references to Sinhala Structures.

The principal author of *Basic Sinhala* is Bonnie Graham MacDougall. Dr. MacDougall has had extensive experience in the language teaching field at Cornell, at the Foreign Service Institute where she served as an intern in the School of Language Studies in 1966, and with the Peace Corps. She has had extended visits or residence in Sri Lanka in 1964-65, 1968, 1978 and 1979. Her work which eventually developed into *Basic Sinhala* started with a Peace Corps contract in 1967 for a set of Sinhala training materials which were first used in a training program for Peace Corps Volunteers at Fresno State College.

Parts of the preliminary version remained in use in language classes in the U. S. Embassy in Colombo through the years since 1968. Although incomplete and antiquated, they came closer to meeting the needs of the Embassy staff than any other textbooks available. In 1978, Dr. MacDougall expressed a willingness to refine and update the materials, and the Agency of International Development and the Foreign Service Institute agreed to fund the project jointly. Further, the Sri Lanka mission of AID agreed to prepare the camera copy and FSI agreed to publish it. *Basic Sinhala* in its present form is the product of this collaboration.

Dr. MacDougall has provided a preface or introduction to each module giving appropriate credit to the individuals and organizations contributing to its development. One item missing from these sections, however, is credit to the author herself for her professional competence, her leadership and her dedication in bringing *Basic Sinhala* to its present state of usefulness.



James R. Frith
James R. Frith, Dean
School of Language Studies
Foreign Service Institute

FOREWORD

This is the first volume of Basic Sinhala, a course for the beginning student which is presented in three modules:

- I Beginning Signs and Letters
- II General Conversation
- III Sinhala Structures

Many individuals and institutions, both in the United States and in Sri Lanka, were instrumental in bringing this series of lessons to its present form. Most of the graphics and some of the photographs which appear in this volume were supplied by the Ceylon (Sri Lanka Tourist Board). The maps on p. 100 are courtesy of the Ceylon Government Railway. Other photographs which appear here were, as rated, taken by V. Somapala of ICA and W. Sugathadusa, an independent photographer.

This module of Basic Sinhala introduces the Sinhala writing system. Inasmuch as the other two modules of Basic Sinhala are written in the Sinhala alphabet, this module must be undertaken first.

Why do we present the basic course in the Sinhala writing system? Why not in a transcription which would be "easier" for beginning students to read? Is it really necessary to learn the writing system? In particular, is it necessary for me? These are some of the questions which arise when Sinhala students first realize that they are about to learn an unfamiliar alphabet as well as a new language.

Perhaps the most compelling reason overall for presenting a beginner's course in Sinhala "script" is that this is the way the language has been written down in Sri Lanka for centuries. It is an ancient and universal system and the only culturally appropriate one. Because it is used everywhere by everyone, knowing script presents certain learning advantages for the student. One of the most obvious ones is that a student who knows the writing system can use the standard bilingual dictionary (Carter, Charles, Sinhala-English and English-Sinhala. 2 vol. Gunasena 1965). Thus, knowledge of the writing system makes available an important resource for building language skills which is not available to the student who knows only transcription. A second important advantage of learning the writing system is that it provides a method of writing down words which is not only phonetically accurate but which can be checked by any literate speaker of Sinhala. Imagine, for example, a rural development worker who wants to make a list of local names of village varieties of rice. This is one of many parts of the Sinhala lexicon which varies from region to region and which therefore may not be completely or accurately represented in dictionaries, even in the better ones like Carter which contains

Beginning Signs and Letters

ailed botanical appendix. One way to obtain an accurate spelling (and therefore a correct pronunciation) is to write the names in the writing system so that they can be verified by farmers who use them. Another way is to have the farmers themselves write down the names. In either case a knowledge of the writing system is an indispensable aid in gathering correct information. It may therefore be argued that the writing system is an important learning tool for all students, not solely for those with literary objectives or pretensions.

Those students who have reading and writing skills as basic objectives in language training, however, will have to emphasize certain knowledge of Sinhala which need not concern other students. There are certain features of spelling, grammar and vocabulary which distinguish all correct Sinhala writing from the varieties of the language which are spoken. Because of the broad differences between speaking and writing, it has been customary to teach spoken and literary Sinhala as separate courses. This course is an introduction to spoken Sinhala.

The basic sections (I-XXVIII) of this module were originally designed to be completed in ten hours. In this revision additional practice reading sections have been added at the conclusion of the module so that the script course should take about fifteen hours. Of course, experienced language students who are anxious to progress to the central module may move more quickly, and students who are learning another writing system for the first time may go more slowly. In either case it is important to remember that the information presented in this module is intended primarily as a tool for the use of the other modules. Instructors should not begin introducing structures and vocabulary until students have learned the writing system.

The emphasis in this course is on letter recognition. Directions for writing the symbols in the "basic" alphabet (see p. 3) are also provided so that the student will have a culturally appropriate and phonetically accurate method of writing down words.

The many pictures of Sinhala signs which appear in this book were taken primarily in Colombo and Kandy. It is hoped that they will interest and involve the beginner who lives in Sri Lanka in writing of the landscape. It is perhaps necessary to point out that whereas the signs in these urban areas are frequently bilingual or even trilingual, those in rural areas are often in Sinhala only.

Bonnie Graham MacDougall
Ithaca, New York
April 1979

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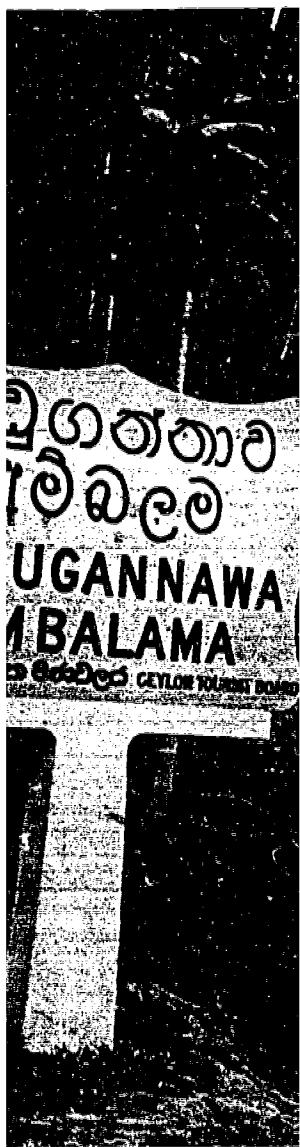
SINHALA

THE LANGUAGE AND THE WRITING SYSTEM

Introduction

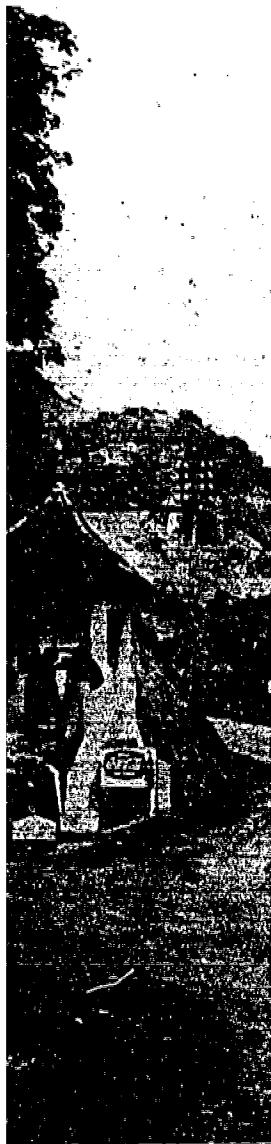
Sinhala is the official language of the republic of Sri Lanka where it is the mother tongue of 70% of the country's fourteen million people. Like English, Sinhala is a member of the Indo-European family of languages. The relationship between the two languages is nonetheless distant, and consequently the learner will notice few obvious similarities other than those which arise from recent borrowings from English into Sinhala. The languages most closely related to Sinhala are those of northern India, namely, Hindi, Bengali, Marathi and others belonging to the Indo-Aryan branch of the Indo-European family. Most Indo-Aryan languages are spoken mainly or exclusively in India. Sinhala is spoken only in Sri Lanka.

The symbols used in the writing system are unique to Sinhala, although most of the structural principles on which the writing system is based are shared with the other major scripts of South Asia. The similarities are not coincidental. Most of the South Asian writing systems including the one used for Sinhala are derived from a single ancient script called Brahmi. Like the other scripts derived from this source, Sinhala is written from left to right. The symbols are generally written in a linear sequence, although some symbols, non-initial vowels for the most part, occur above or below other letters. This feature of the writing



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system makes typing in Sinhala a challenge. Certain keys on a Sinhala typewriter are 'dead' or non-spacing so as to permit the typing of two or more symbols in one typographical space.

The alphabet

Sinhala is generally considered to have a 'pure' alphabet consisting of thirty-two basic symbols and a 'mixed' or expanded alphabet of fifty-four. These groupings are of both historical and stylistic significance. The classical languages (Sanskrit and Pali) to which Sinhala and other Indo-Aryan languages are related had a large inventory of consonants in which there was a set of aspirated sounds (ph, bh, th, dh and others) which were distinct from a non-aspirated set (p, b, t, d...). Most modern Indo-Aryan languages retain the distinction between aspirated and non-aspirated sounds, but Sinhala has lost this particular set of contrasts as well as some others which were characteristic of the classical languages. Nevertheless, many words which are of importance in writing (scientific, religious, technical and administrative terms, for example) are either borrowings from classical sources or recent coinages based on classical words. Hence, in some writing, generally quite formal writing, it is necessary to draw on the expanded inventory of symbols which includes the aspirates in order to represent a historically correct spelling.

SINHALA

The alphabet at a glance

A Sinhala alphabet of 52 letters appears below. It is complete except for two obsolete symbols which no longer appear on Sinhala typewriters. Letters are arranged below in the order in which they appear in Sinhala dictionaries, i.e., vowels appear before consonants, and consonants are to some extent grouped according to point and manner of articulation. Letters which appear only in the mixed alphabet are marked with an asterisk.

අ a	ආ aa	ඇ æ	ඈ ææ	ඉ i	ඇ ii	උ u	ඌ uu
ඇ r*	ඇ rr*	එ e	ඒ ee	ඓ ai*	ඔ o	ඕ oo	ඖ au*
ං ka	ඃ kha*		඄ ga		අ gha*		ඇ ග a*
ඇ ca	ඃ cha*		ඇ ja		ඃ jha*		ඇ න a*
ඇ Ta	ඃ Tha*		එ Da		ඃ Dha*		එ න a
ඇ ta	ඃ tha*		ඇ da		ඃ dha*		එ na
ඇ pa	ඃ pha*		එ ba		ඃ bha*		ඃ ma
	ඇ ya		ඇ ra		ඇ la		ඃ wa
ඇ sa	ඇ ſa*		ඇ ſa*		ඇ ha		ඇ la
			අ aŋ		අ ah*		

SINHALA

INTRODUCING THE SCRIPT

SECTION I ඩ, ට, අ, ඩ

A. Listen to the instructor read the following entries. The entries should be read in order by the instructor and repeated several times.

1 ඩ

2 ට

3 අ

4 ඩ

B. Listen to the instructor read the following entries. The instructor should repeat them several times. The symbols below are the same as those in A. Only the order has been changed.

1 ඩ

2 ට

3 අ

4 ඩ

C. The instructor should now test the students by reading the entries in B at random. Students should try to identify the sound with the number of the correct entry.

SINHALA

D. Listen to the instructor read the following entries.

Entries should be read in order and repeated several times.

1 ගඹ

2 ගැස

3 ගෑස

4 ගීස

5 ගඟ

6 ගඟ

7 ගජ

8 ගජ

E. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students try to read the entry aloud. The instructor should then supply the correct reading.

1 ග

2 ගැ

3 ගැස

SINHALA

4 අ

5 බ

6 ග

F. Writing. Directions for writing the letters introduced in this section are given below. Students should practice writing the letters under the supervision of the instructor.

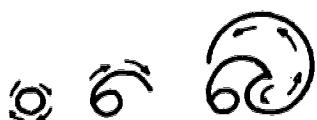
1



2



3



4



DO NOT GO ON TO SECTION II UNTIL ALL STUDENTS CAN READ AND WRITE THE LETTERS INTRODUCED IN SECTION I.

SECTION II ඔ, ම, ත, ඊ

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 ඔ

7

SINHALA

B. Listen to the instructor read the following entries in sequence. The sequence should be repeated several times. The letters below are the same as those in A. Only the order has been changed.

1 ග

2 ඩ

3 ම

4 ණ

C. The instructor should now test the students by reading the entries in B at random. Students should try to identify the sound with the number of the correct entry.

D. Listen to the instructor read the following entries. Entries should be read in sequence, and the sequence should be repeated several times.

1 ගඩ

2 මඩ

3 ඩඩ

4 ඩශ

5 ගඩ

SINHALA

6 ජේ

7 කහල

8 කර

E. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students try to read the entry aloud. The instructor should then supply the correct reading.

1 මකර

2 ලං

3 මකර

4 බැහ

5 මහ

6 පහ

7 ජේ

8 කහ

SINHALA

F. Writing. Directions for writing the letters introduced in this section are given below. Students should practice writing the letters under the supervision of the instructor.

1.



2.



3.



4.



DO NOT GO ON TO SECTION III UNTIL ALL STUDENTS CAN READ AND WRITE THE LETTERS INTRODUCED IN SECTION II.



- Somapala

COLOMBO STREET SIGN

SINHALA

SECTION III ග, ඩ, ග, ව

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 ග

2 ඩ

3 ග

4 ව

B. Listen to the instructor read the following entries in sequence. The sequence should be repeated several times. The letters below are the same as those in A. Only the order has been changed.

1 ග

2 ව

3 ඩ

4 ග

C. The instructor should now test the students by reading the entries in B at random. Students should try to identify the sound with the number of the correct entry.



M.

RS

SINHALA

D. Listen to the instructor read the following entries. Entries should be read in sequence, and the sequence should be repeated several times.

1 ගව

2 වය

3 ගෝ

4 තම

5 ගේ

6 මහත

7 රුජන

8 පටර

E. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students try to read the entry aloud. The instructor should then supply the correct reading.

1 තම

2 වර්ග

3 මහත

SINHALA

4 ගඹ

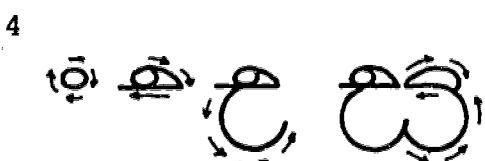
5 පත

6 ගට

7 ගත

8 තත

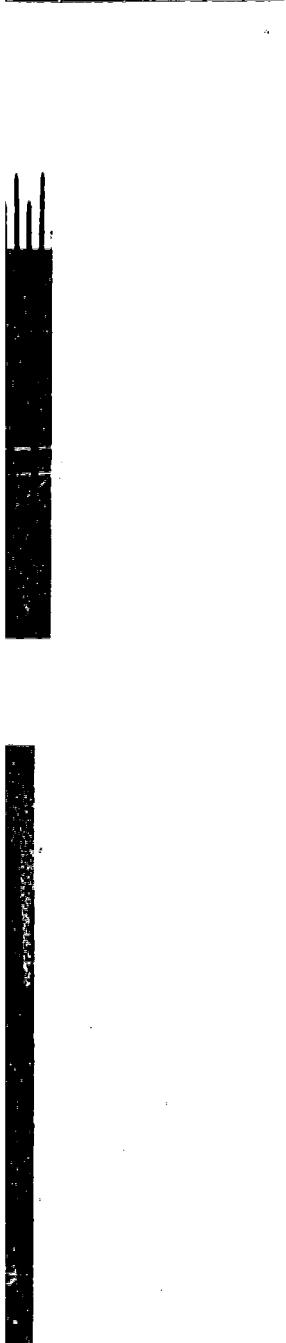
F. Writing. Directions for writing the letters introduced in this section are given below. Students should practice writing the letters under the supervision of the instructor.



DO NOT GO ON TO SECTION IV UNTIL ALL STUDENTS CAN READ AND WRITE THE LETTERS INTRODUCED IN SECTION III.



G



SINHALA

SECTION IV ග, ඩ, ඩ, ග

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 ග

2 ඩ

3 ඩ

4 ග

B. Listen to the instructor read the following entries in sequence. The sequence should be repeated several times. The letters below are the same as those in A. Only the order has been changed.

1 ඩ

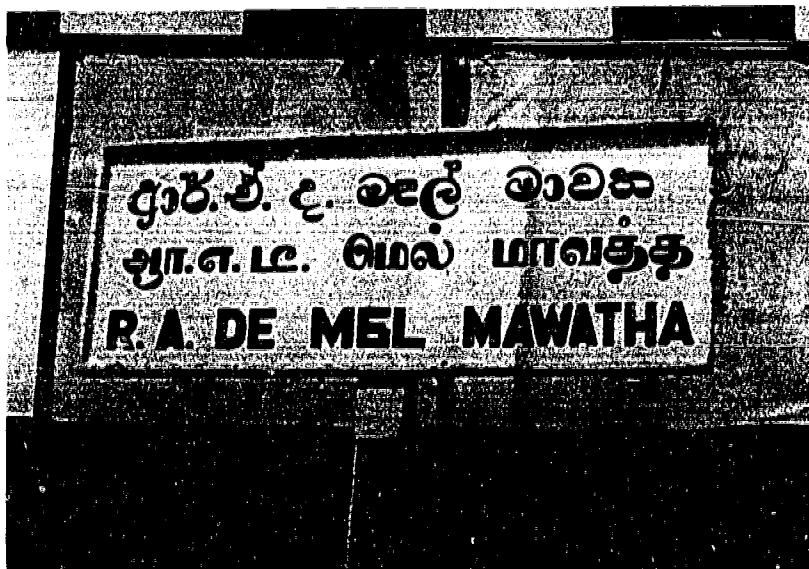
2 ග

3 ඩ

4 ග

C. The instructor should now test the students by reading the entries in B at random. Students should try to identify the sound with the number of the correct entry.

SINHALA



- Somapala

COLOMBO STREET SIGN

D. Listen to the instructor read the following entries. Entries should be read in sequence, and the sequence should be repeated several times.

1 අග

2 ගග

3 ගඩ

4 අත

5 ගත

SINHALA

6 ටහ

7 අගල

8 අඟ

E. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students try to read the entry aloud. The instructor should then supply the correct reading.

1 ගෙ

2 මහ

3 අගල

4 කත

5 තරහ

6 ගව

7 ගෙන

8 අඟ

SINHALA

F. Writing. Directions for writing the letters introduced in this section are given below. Students should practice writing the letters under the supervision of the instructor.

1



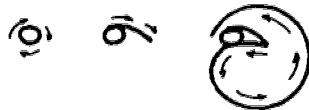
2



3



4



DO NOT GO ON TO SECTION V UNTIL ALL STUDENTS CAN READ AND WRITE THE LETTERS INTRODUCED IN SECTION IV.

SECTION V ඔ, අ, ව, ත

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 ඔ

2 අ

3 ව

4 ත

SINHALA

B. Listen to the instructor read the following entries in sequence. The sequence should be repeated several times. The letters below are the same as those in A. Only the order has been changed.

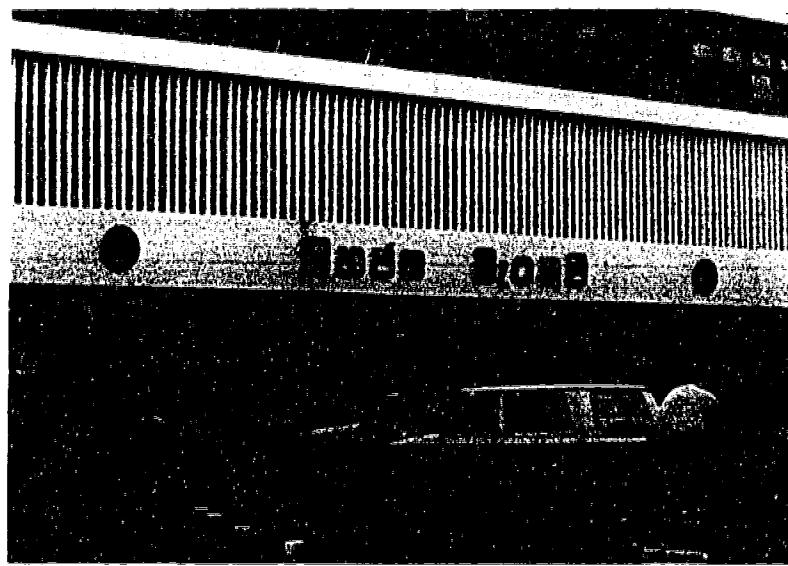
1 Q

2 Ø

3 Ø

4 œ

C. The instructor should now test the students by reading the entries in B at random. Students should try to identify the sound with the number of the correct entry.



- Somapala

PEOPLE'S BANK, COLOMBO

SINHALA

D. Listen to the instructor read the following entries. Entries should be read in sequence, and the sequence should be repeated several times.

1 ගං

2 ඉඩ

3 ඉස

4 ඔබ

5 යත

6 රං

7 ජය

8 එං

E. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students try to read the entry aloud. The instructor should then supply the correct reading.

1 ගෙය

2 ගං

3 ටං



- Somapala

PETROL STATION, COLOMBO

4 ඉව

5 මහර

6 බබ

7 අට

8 තවය

SINHALA

F. Writing. Directions for writing the letters introduced in this section are given below. Students should practice writing the letters under the supervision of the instructor.

1



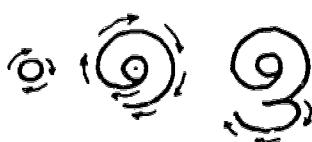
2



3



4



DO NOT GO ON TO SECTION VI UNTIL ALL STUDENTS CAN READ AND WRITE THE LETTERS INTRODUCED IN SECTION V.

SECTION VI අ, උ, ඔ, එ

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 අ

2 උ

3 ඔ

4 එ

24

32

SINHALA

B. Listen to the instructor read the following entries in sequence. The sequence should be repeated several times. The letters below are the same as those in A. Only the order has been changed.

1 අල

2 අං

3 අං

4 ග

C. The instructor should now test the students by reading the entries in B at random. Students should try to identify the sound with the number of the correct entry.

D. Listen to the instructor read the following entries. Entries should be read in sequence, and the sequence should be repeated several times.

1 ගෝත

2 අංගඟ

3 අලේව

4 ග්‍රැව

5 අලං

SINHALA

6 අභ

7 ගේ

8 අශ්‍රය

E. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students try to read the entry aloud. The instructor should then supply the correct reading.

1 අශ්‍ර

2 අශ්‍රම

3 ආතරය

4 ගේ

5 අශ්‍රය

6 අශ්‍රය

7 අභම

8 අපට

SINHALA

F. Writing. Directions for writing the letters introduced in this section are given below. Students should practice writing the letters under the supervision of the instructor.

1



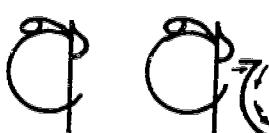
2



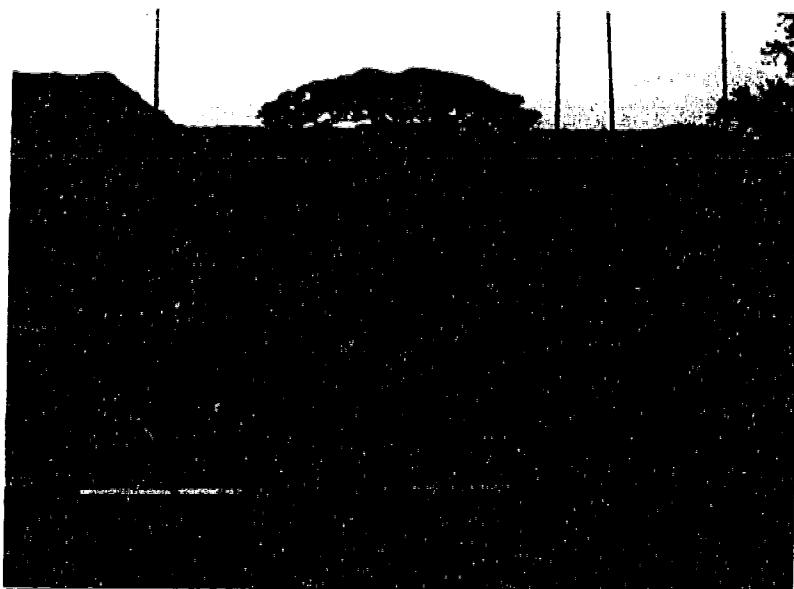
3



4



DO NOT GO ON TO SECTION VII UNTIL ALL STUDENTS CAN READ AND WRITE THE LETTERS INTRODUCED IN SECTION VI.



- Somapala

THE CEYLON PETROLEUM CORPORATION, COLOMBO

SINHALA

SECTION VII ට, අ, එ, ග

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 ට

2 අ

3 එ

4 ග

B. Listen to the instructor read the following entries in sequence. The sequence should be repeated several times. The letters below are the same as those in A. Only the order has been changed.

1 අ

2 ට

3 එ

4 ග

C. The instructor should now test the students by reading the entries in B at random. Students should try to identify the sound with the number of the correct entry.

SINHALA

D. Listen to the instructor read the following entries. Entries should be read in sequence, and the sequence should be repeated several times.

1 ගිං

2 උගුනය

3 ඇ

4 ඔගු

5 ඔට

6 අුත

7 ඔජ

8 ගු

E. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students try to read the entry aloud. The instructor should then supply the correct reading.

1 ගිං

2 ඔගු

3 ගිං

SINHALA

4 ඔඩ

5 අිත

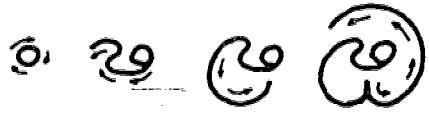
6 ගුත්

7 උය

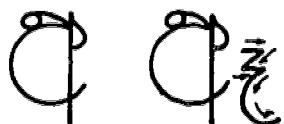
8 උගු

F. Writing. Directions for writing the letters introduced in this section are given below. Students should practice writing the letters under the supervision of the instructor.

1



2



3



4



DO NOT GO ON TO SECTION VIII UNTIL ALL STUDENTS CAN READ AND
WRITE THE LETTERS INTRODUCED IN SECTION VII.

SECTION VIII අ, එ, ඩ, ට

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 අ

2 එ

3 ඩ

4 ට

B. Listen to the instructor read the following entries in sequence. The sequence should be repeated several times. The letters below are the same as those in A. Only the order has been changed.

1 අ

2 එ

3 ඩ

4 ට

C. The instructor should now test the students by reading the entries in B at random. Students should try to identify the sound with the number of the correct entry.

SINHALA

D. Listen to the instructor read the following entries. Entries should be read in sequence, and the sequence should be repeated several times.

1 එක

2 එක

3 එක

4 ටර

5 සිංහ

6 ටරන

7 ටරණ

8 එක

E. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students try to read the entry aloud. The instructor should then supply the correct reading.

1 එක

2 එකට

3 ටර

4 අර

5 ඔබ

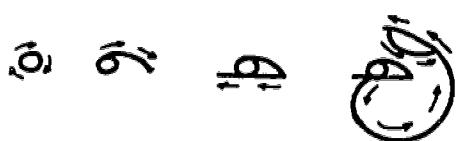
6 සිත

7 වරක

8 එ

F. Writing. Directions for writing the letters introduced in this section are given below. Students should practice writing the letters under the supervision of the instructor.

1



2



3



4



DO NOT GO ON TO SECTION IX UNTIL ALL STUDENTS CAN READ AND WRITE THE LETTERS INTRODUCED IN SECTION VIII.

DICTATION

The basic letters in the 'pure' Sinhala alphabet have been introduced in Sections I-VIII. This dictation exercise provides an opportunity to test the students' knowledge of those sections and to see whether any further review is necessary. Each student should take out a piece of paper and a pencil. The teacher should select one of the entries below and read it aloud to the students. The students should transcribe the word in Sinhala. The class should proceed in this manner until all the entries below have been transcribed by the students.

1 ඔතල

2 අයට

3 මකර

4 මර

5 ඉවි

6 වෙළ

7 ජලය

8 එන



- Somapala



- Somapala

COLOMBO STREET SIGNS

NOTE TO THE STUDENT

Vowel symbols which occur in initial position in Sinhala words were introduced in Sections I-VIII. When vowels occur in non-initial position, i.e., in the middle of words and finally, there are different although nevertheless related symbols which are introduced in Sections IX-XXI below.

SECTION IX Medial and final ə,

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 ə

2 əə

3 ə

4 əə

5 ə

6 əə

7 ə

8 ə

SINHALA

9 @

10 අං

11 ග

12 ගෝ

B. The instructor should now test the students by reading the entries in A at random. Students should try to identify the sound with the number of the correct entry.

C. Listen to the instructor read the following entries in sequence. The sequence should be repeated several times.

1 මඟ

2 මාමා

3 අත

4 අංඛ

5 කර

6 කාර

7 තැන

8 තාරු

SINHALA

D. The instructor should now test the students by reading the entries in C at random. Students should try to identify the number of the correct entry.

E. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students should try to read the entry aloud. Then the instructor should supply the correct reading. The class should proceed in this fashion until all students can read all entries correctly.

1 ටෙල

2 මාරු

3 යතම්

4 තාලු

5 අංගු

6 පාර

7 මෙ

8 තාර

DO NOT GO ON TO SECTION X UNTIL ALL STUDENTS CAN READ THE ENTRIES
IN SECTION IX.

SINHALA

SECTION X Medial and final ගි

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 ත

2 ටි

3 ග

4 ගි

5 ඩ

6 ඩි

7 අ

8 ඇ

9 අ

10 අි

11 එ

12 එි

SINHALA

B. The instructor should now test the students by reading the entries in A at random. Students should try to identify the sound with the number of the correct entry.

C. Listen to the instructor read the following entries in sequence. The sequence should be repeated several times.

1 විං

2 පාර

3 තිව

4 තම

5 පිලය

6 බිඩි

7 බධ

8 තිං

D. The instructor should now test the students by reading the entries in C at random. Students should try to identify the number of the correct entry.

SINHALA

E. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students should try to read the entry aloud. Then the instructor should supply the correct reading. The class should proceed in this manner until all students can read all entries correctly.

1 ටථ

2 ඩිඛ

3 වැර

4 තෑට

5 මුද

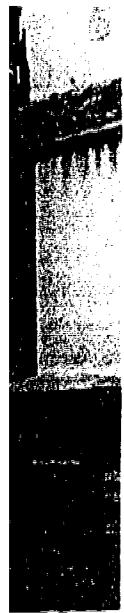
6 ඩිං

7 තෑප

8 මථ

DO NOT GO ON TO SECTION XI UNTIL ALL STUDENTS CAN READ THE ENTRIES IN SECTION X CORRECTLY.





SINHALA

SECTION XI Medial and final *q*,

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 ති

2 ඩි

3 ගි

4 ගි

5 ඔි

6 ඔි

7 අ

8 අ

9 ගි

10 ගි

11 ඩි

12 ඩි

SINHALA

B. The instructor should now test the students by reading the entries in A at random. Students should try to identify the sound with the number of the correct entry.

C. Listen to the instructor read the following entries in sequence. The sequence should be repeated several times.

1 ඩි

2 සීනි

3 ඔි

4 තිඩා

5 ගිඩා

6 පිඩා

7 තිචා

8 මි

D. The instructor should now test the students by reading the entries in C at random. Students should try to identify the number of the correct entry.

SINHALA

E. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students should try to read the entry aloud. Then the instructor should supply the correct reading. The class should proceed in this fashion until all students can read all entries correctly.

1 අ

2 තැව

3 තැට්

4 සිත්

5 ගැට්

6 ඔත්

7 පැර

8 ති

DO NOT GO ON TO SECTION XII UNTIL ALL STUDENTS CAN READ THE ENTRIES IN SECTION XI CORRECTLY.

SINHALA

SECTION XII Medial and final ග

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 ග

2 ඩ

3 ග

4 ත

5 ත

6 ග

7 ඩ

8 ග

9 ඩ

10 ඩ

11 ත

12 ග

B. The instructor should now test the students by reading the entries in A at random. Students should try to identify the sound with the number of the correct entry.

C. Listen to the instructor read the following entries in sequence. The sequence should be repeated several times.

1 එස්

2 ඩඩ

3 ගයා

4 පිකිය

5 ගුද

6 සප්ප

7 ඉඛා

8 දත්‍ය

D. The instructor should now test the students by reading the entries in C at random. Students should try to identify the number of the correct entry.

E. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students should try to read the entry aloud. Then the instructor should supply the correct reading. The class should proceed in this fashion until all students can read all entries correctly.

1 ඩඩ

2 තිය

3 හර්

4 ගිනි

5 අලියා

6 පීට

7 පිටිසර

8 සපිද

DO NOT GO ON TO SECTION XIII UNTIL ALL STUDENTS CAN READ THE ENTRIES IN SECTION XII CORRECTLY.

SINHALA

SECTION XIII Medial and final ඡ

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 න

2 තු

3 ත්

4 ගේ

5 බී

6 ගැ

7 ඩී

8 ති

9 ති

10 ජ

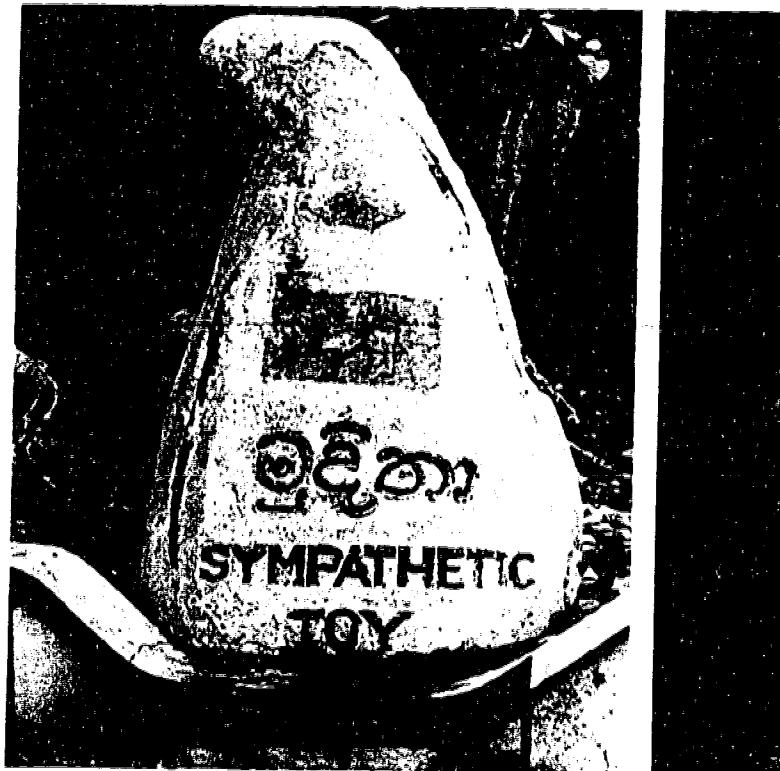
11 පි

12 බි

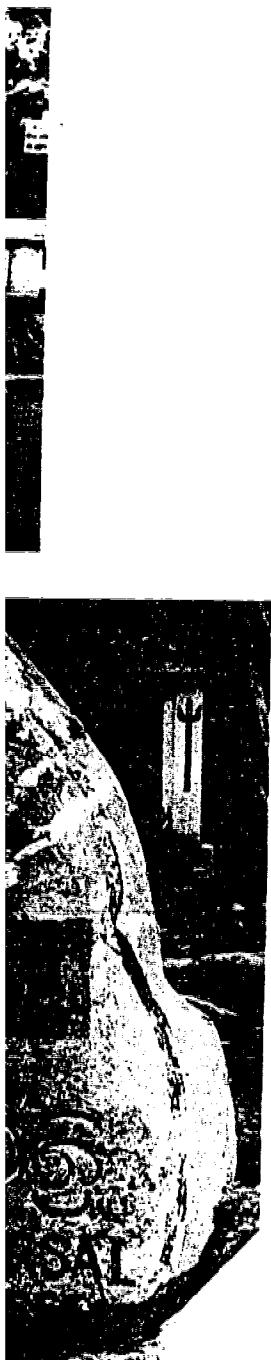
B. The instructor should now test the students by reading the entries in A at random. Students should try to identify the sound with the number of the correct entry.



This is one of four stone tablets which have been placed at the foot of a sacred Bo tree at the junction of Sir Ernest de Silva Mawatha (formerly Flower Road) and Ananda Coomaraswamy Mawatha (formerly Green Path) in Colombo. On each of the tablets is inscribed one of the four sublime states of consciousness to which a Buddhist aspires in his daily life. They are: maitri, universal kindness, mudita, sympathetic joy, i.e., rejoicing in the happiness of others, karuna, 'compassion', and upekkha, 'equanimity'. The tablets are intended to serve as a reminder to pedestrians and motorists.



THE TABLETS AT THE BO T



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C. Listen to the instructor read the following entries in sequence. The sequence should be repeated several times.

- 1 ගේ
- 2 ලිංග
- 3 දැයු
- 4 මේ
- 5 මී
- 6 පේ
- 7 සේන්
- 8 තැපේ

D. The instructor should now test the students by reading the entries in C at random. Students should try to identify the number of the correct entry.

E. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students should try to read the entry aloud. Then the instructor should supply the correct reading. The class should proceed in this fashion until all students can read all entries correctly.

- 1 ගේ

SINHALA

2 සිය

3 ඩීට්

4 ටීර

5 පිරන්ත්‍රා

6 තැපීම

7 ලේමෝ

8 දිගය

DO NOT GO ON TO SECTION XIV UNTIL ALL STUDENTS CAN READ THE ENTRIES IN SECTION XIII CORRECTLY.



- Somapala

COLOMBO STREET SIGN

SINHALA

SECTION XIV Medial and final අ

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 අ

2 ගඟ

3 ග

4 ගග

5 ඔ

6 ගැ

7 අ

8 ගට

9 ග

10 ගග

11 ඔ

12 ගැ

SINHALA

B. The instructor should now test the students by reading the entries in A at random. Students should try to identify the sound with the number of the correct entry.

C. Listen to the instructor read the following entries in sequence. The sequence should be repeated several times.

1 ගෙදර

2 වෙතවා

3 තියෙතවා

4 ගේතන

5 තැපෙතවා

6 රුය

7 ගෙට

8 මාගේ

D. The instructor should now test the students by reading the entries in C at random. Students should try to identify the number of the correct entry.

SINHALA

E. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students should try to read the entry aloud. Then the instructor should supply the correct reading. The class should proceed in this fashion until all students can read all entries correctly.

1 ගෙඩි

2 ගෙට්

3 රුය

4 ටේලෝටි

5 ගෙදර

6 ගෙය

7 ගෙතන

8 ගෙත

DO NOT GO ON TO SECTION XV UNTIL ALL STUDENTS CAN READ THE ENTRIES IN SECTION XIV CORRECTLY.

SINHALA

SECTION XV Medial and final ග

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 ග

2 ගඟ

3 ග

4 ගඟ

5 ග

6 ගඟ

7 ග

8 ගඟ

9 ග

10 ගඟ

11 ග

12 ගඟ

SINHALA

B. The instructor should now test the students by reading the entries in A at random. Students should try to identify the sound with the number of the correct entry.



- Somapala

SEED VENDOR, THE PETTAH

SINHALA

C. Listen to the instructor read the following entries in sequence. The sequence should be repeated several times.

1 ගේ

2 ගේ

3 අගේ

4 උගේ

5 සැගේ

6 මාගේ

7 ගටගේ

8 අගේ

D. The instructor should now test the students by reading the entries in C at random. Students should try to identify the number of the correct entry.

E. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students should try to read the entry aloud. Then the instructor should supply the correct reading. The class should proceed in this fashion until all students can read all entries correctly.

1 ඔබගේ

SINHALA

2 මගේ

3 උග්‍ර

4 පැලේ

5 මාස්දේ

6 සේරඳ

7 ගේ

8 අපේ

DO NOT GO ON TO SECTION XVI UNTIL ALL STUDENTS CAN READ THE
ENTRIES IN SECTION XV CORRECTLY.



- Somapala

COLOMBO STREET SIGN

SINHALA

SECTION XVI Medial and final ඔ

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 ඔ

2 ගේ

3 ඔ

4 ගේ

5 ඔ

6 ගේ

7 ඔ

8 ගේ

9 ඔ

10 ගේ

11 ඔ

12 ගේ

SINHALA

B. The instructor should now test the students by reading the entries in A at random. Students should try to identify the sound with the number of the correct entry.

C. Listen to the instructor read the following entries in sequence. The sequence should be repeated several times.

1 ගෙලේ

2 හැට්

3 ගේස

4 ගේගල

5 ඇටේ

6 ගේවා

7 එටේ

8 ගේ

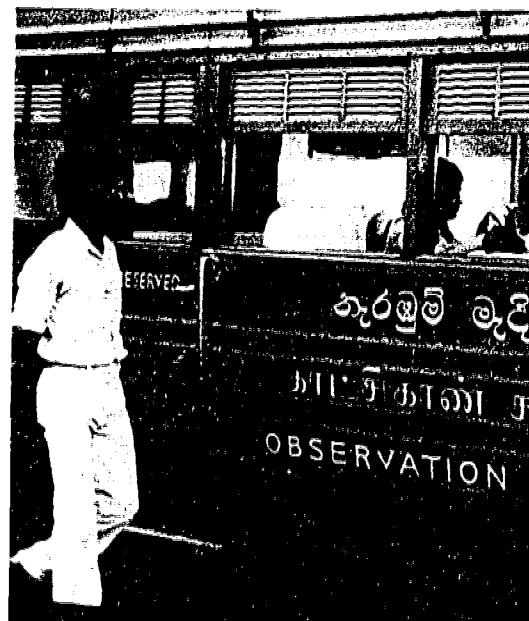
D. The instructor should now test the students by reading the entries in C at random. Students should try to identify the number of the correct entry.

SINHALA

E. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students should try to read the entry aloud. Then the instructor should supply the correct reading. The class should proceed in this fashion until all students can read all entries correctly.

- 1 කැවි
- 2 ගේස
- 3 ගේරත්වා
- 4 වැටී
- 5 ගේරිම
- 6 තෙලේ
- 7 ගේගල
- 8 අුගේ

DO NOT GO ON TO SECTION XVII UNTIL ALL STUDENTS CAN READ THE ENTRIES IN SECTION XVI CORRECTLY.



COLOMBO FORT RAILWAY S



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- Somapala

COLOMBO FORT RAILWAY STATION

SECTION XVII Medial and final ට

A. Listen to the instructor read the following entries. The entries should be read in sequence and the sequence should be repeated several times.

1 ගෙව

2 ගේඟ

3 ගෙඩ

4 ගෙඩ

5 ගෙදු

6 ගෙප

7 ගෙස

8 ගෙය

9 ගෙර

10 ගෙඛ

11 ගෙඥ

12 ගෙත

SINHALA

B. The instructor should now test the students by reading the entries in A at random. Students should try to identify the sound with the number of the correct entry.

C. Listen to the instructor read the following entries in sequence. The sequence should be repeated several times.

1 ගොඩිය

2 ගොඩ

3 ගොරිය

4 ගොහොම

5 ගොත

6 ගොල

7 ගොරා

8 ගොතට්ටා

D. The instructor should now test the students by reading the entries in C at random. Students should try to identify the number of the correct entry.

SINHALA

E. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students should try to read the entry aloud. Then the instructor should supply the correct reading. The class should proceed in this fashion until all students can read all entries correctly.

- 1 ගෙවත
- 2 ගෙවන
- 3 ගෙවන
- 4 ගෙවරය
- 5 ගෙවෙනම
- 6 ගෙවල
- 7 ගෙවර
- 8 ගෙවනවා

DO NOT GO ON TO SECTION XVIII UNTIL ALL STUDENTS CAN READ THE ENTRIES IN SECTION XVII CORRECTLY.

SINHALA

SECTION XVIII Medial and final එ

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 ගෙ

2 ගෙ

3 ගෙ

4 ගල්

5 ගය්

6 ගට්

7 ගය්

8 ගට්

9 ගල්

10 ගඩ්

11 ගර්

12 ගට්

SINHALA

B. The instructor should now test the students by reading the entries in A at random. Students should try to identify the sound with the number of the correct entry.

C. Listen to the instructor read the following entries in sequence. The sequence should be repeated several times.

1 පෙශේදර

2 ගෙවීම්

3 ගර්ඩය

4 ගෙවුලය

5 ගෙවීචි

6 ගෙවීර

7 භාගටි

8 ගෙවුවලය

D. The instructor should now test the students by reading the entries in C at random. Students should try to identify the number of the correct entry.

SINHALA

E. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students should try to read the entry aloud. Then the instructor should supply the correct reading. The class should proceed in this fashion until all students can read all entries correctly.

- 1 පෙශය
- 2 ගල්ස
- 3 කේස්
- 4 තෝපි
- 5 ශේච්ඡිය
- 6 බේතලය
- 7 ගෝතා
- 8 තෝතා

DO NOT GO ON TO SECTION XIX UNTIL ALL STUDENTS CAN READ THE ENTRIES IN SECTION XVIII CORRECTLY.



COLOMBO FORT RAILWAY STATION



- Somapala

SINHALA

SECTION XIX Medial and final c

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 ග

2 න

3 ඝ

4 ඕල

5 ග

6 න

7 ග

8 න

9 ග

10 ග

SINHALA

B. The instructor should now test the students by reading the entries in A at random. Students should try to identify the sound with the number of the correct entry.

C. Listen to the instructor read the following entries in sequence. The sequence should be repeated several times.

1 ටැර

2 ඩිජු

3 තුවා

4 උතුර

5 උතුතු

6 තුලිය

7 අමාරි

8 ගිජු

D. The instructor should now test the students by reading the entries in C at random. Students should try to identify the number of the correct entry.

SINHALA

E. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students should try to read the entry aloud. Then the instructor should supply the correct reading. The class should proceed in this fashion until all students can read all entries correctly.

1 එම්

2 ටතුර

3 ටරි

4 මාරි

5 තුවී

6 ගරි

7 තුරුන්

8 කතුර

DO NOT GO ON TO SECTION XX UNTIL ALL STUDENTS CAN READ THE ENTRIES
IN SECTION XIX CORRECTLY

SINHALA

SECTION XX Medial and final ග

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 ග

2 ඝ

3 ඝ

4 ඩ

5 ග

6 ඩ

7 ග

8 ඝ

9 ඝ

10 ග

11 ඩ

12 ඝ

B. The instructor should now test the students by reading the entries in A at random. Students should try to identify the sound with the number of the correct entry.

C. Listen to the instructor read the following entries in sequence. The sequence should be repeated several times.

1 තුනු

2 පැහැවා

3 හැඳුවා

4 තිබුනා

5 ගුණ

6 පුදුවති

7 ගැලුවා

8 පුද්

D. The instructor should now test the students by reading the entries in C at random. Students should try to identify the number of the correct entry.

E. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students should try to read the entry aloud. Then the instructor should supply the correct reading. The class should proceed in this fashion until all students can read all entries correctly.

1 තුළං

2 ගැලු

3 සියුනා

4 ටිලුම්

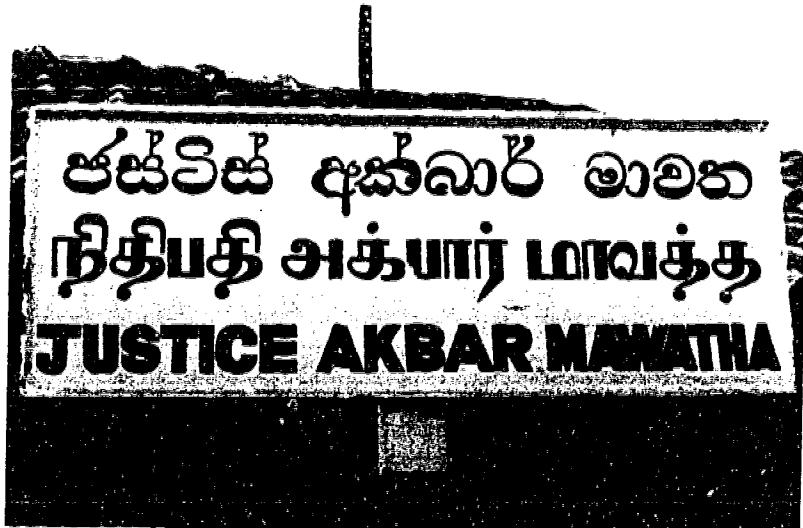
5 පුරාන

6 තුළං

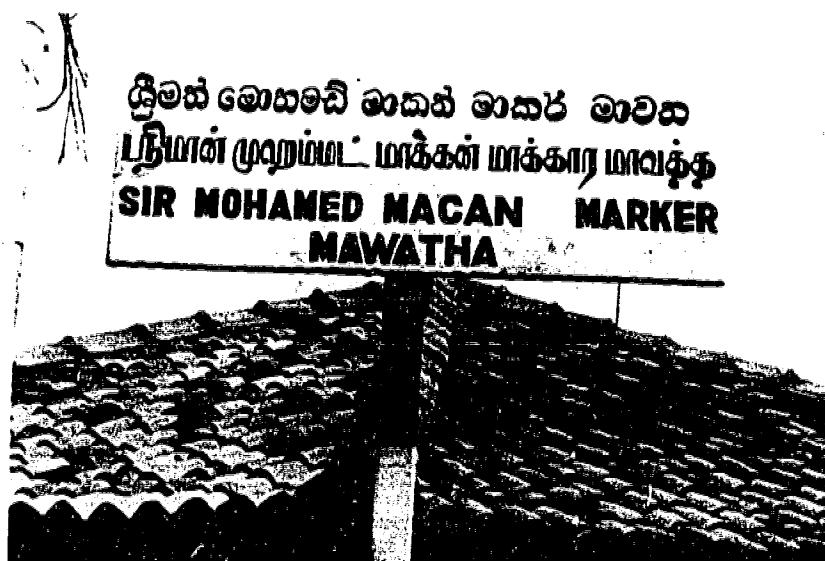
7 තාතුව

8 ගැලු

DO NOT GO ON TO SECTION XXI UNTIL ALL STUDENTS CAN READ THE ENTRIES IN SECTION XX CORRECTLY.



- Somapala



- Somapala

COLOMBO STREET SIGNS

SINHALA

SECTION XXI Medial and final ග

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 ග

2 ගි

3 ගී

4 ගු

5 ගු

6 ගු

7 ගු

8 ගු

9 ගු

10 ගු

11 ගු

12 ගු

SINHALA

B. The instructor should now test the students by reading the entries in A at random. Students should try to identify the sound with the number of the correct entry.

C. Listen to the instructor read the following entries in sequence. The sequence should be repeated several times.

1 මුද

2 ගි

3 ග්‍රි

4 ග්‍රී

5 ග්‍රුව

6 ග්‍රුව

7 ග්‍රුව

8 ග්‍රුව

D. The instructor should now test the students by reading the entries in C at random. Students should try to identify the number of the correct entry.

SINHALA

E. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students should try to read the entry aloud. Then the instructor should supply the correct reading. The class should proceed in this fashion until all students can read all entries correctly.

1 අල

2 මුරුව

3 මුද්‍රේ

4 පො

5 පීඩ

6 පිස

7 පුව

8 පැන

DO NOT GO ON TO SECTION XXII UNTIL ALL STUDENTS CAN READ THE ENTRIES IN SECTION XXI CORRECTLY.

SINHALA

NOTE TO THE STUDENT

In the entries in the preceding sections, all consonants have been followed by vowels. When consonants are followed directly by other consonants or by pause, special symbols are present, and they are introduced in Sections XXII-XXV below.

SECTION XXII Consonant followed by consonant or pause

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 ගය

2 ගස්

3 වැය්ස

4 අත

5 අත්

6 මහත්ත්‍ය

7 තෙල්

8 බලුල

SINHALA

B. The instructor should now test the students by reading the entries in A at random. Students should try to identify the sound with the number of the correct entry.

C. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students should try to read the entry aloud. Then the instructor should supply the correct reading. The class should proceed in this fashion until all students can read all entries correctly.

1 වලාණුල්

2 පැත්ත

3 බිත්ති

4 වහල්

5 ජනෙල්

6 සොල්දර

7 මස්

8 බත්

DO NOT GO ON TO SECTION XXIII UNTIL ALL STUDENTS CAN READ THE ENTRIES IN SECTION XXII CORRECTLY.

SINHALA



- Somapala

CEYLON ELECTRICITY BOARD



- Somapala

PETTAH STREET SCENE

SINHALA

SECTION XXIII Consonant followed by consonant or pause

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 ගටත

2 පාත්

3 තත්ත්ව

4 දර

5 තාර

6 ගෙද්ද

7 ගෙශ

8 අිදේ

B. The instructor should now test the students by reading the entries in A at random. Students should try to identify the sound with the number of the correct entry.

SINHALA

C. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students try to read the entry aloud. Then the instructor should supply the correct reading. The class should proceed in this fashion until all students can read all entries correctly.

1 ඔශ්චා

2 ප්‍රේච්

3 ප්‍රාන්

4 කුරු

5 ගෙද්ද

6 ගෙඹු

7 ඔහ්තු

8 ගෝත

DO NOT GO ON TO SECTION XXIV UNTIL ALL STUDENTS CAN READ THE ENTRIES IN SECTION XXIII CORRECTLY.

SINHALA

SECTION XXIV Consonant followed by consonant or pause

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 ඔබ

2 කෝට්ටී

3 තම

4 තමි

5 ගැට්ටී

6 ලිඛිතා

7 ගේ

8 ඉවිතා

B. The instructor should now test the students by reading the entries in A at random. Students should try to identify the sound with the number of the correct entry.

SINHALA

C. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students try to read the entry aloud. Then the instructor should supply the correct reading. The class should proceed in this fashion until all students can read all entries correctly.

1 තිබූ

2 ගලී

3 අවෝර

4 අවිච

5 මෙට්ටිය

6 කොට්ටිය

7 ගලී

8 තැම්

DO NOT GO ON TO SECTION XXV UNTIL ALL STUDENTS CAN READ THE ENTRIES IN SECTION XXIV CORRECTLY.



S



mapala

N



mapala
MA

98

SINHALA

SECTION XXV Consonant followed by consonant or pause

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 පත්ච

2 එනත්

3 වාත්මී

4 අත්තා

5 තැල්ය

6 ගුරේස්

7 ගමතක්

8 තැපර

B. The instructor should now test the students by reading the entries in A at random. Students should try to identify the sound with the number of the correct entry.

SINHALA

C. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students try to read the entry aloud. Then the instructor should supply the correct reading. The class should proceed in this fashion until all students can read all entries correctly.

1 ආජ්‍යාවිධි

2 ගෙවතන්

3 තැංගේ

4 එක

5 එකක්

6 එකක

7 එකර්

8 එකන

DO NOT GO ON TO SECTION XXVI UNTIL ALL STUDENTS CAN READ THE ENTRIES IN SECTION XXV CORRECTLY.

SINHALA

SECTION XXVI Pre-nasalized consonants

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 තං

2 පෙනා

3 අශ්‍රු

4 තං

5 ගොලං

6 යුද

7 ගෝජ

8 අධි

B. The instructor should now test the students by reading the entries in A at random. Students should try to identify the sound with the number of the correct entry.

SINHALA

C. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students try to read the entry aloud. Then the instructor should supply the correct reading. The class should proceed in this fashion until all students can read all entries correctly.

1 අඩුවිර්

2 ගෙඹුලංඩි

3 අඩුවිර්

4 අගු

5 ජය

6 තං

7 ගෝදා

8 තං

DO NOT GO ON TO SECTION XXVII UNTIL ALL STUDENTS CAN READ THE ENTRIES IN SECTION XXVI CORRECTLY.

SINHALA

SECTION XXVII Additional symbols

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 තංගි

2 යුති

3 ත්‍රියා

4 උත්සන්

5 අස්ට්‍රියා

6 ලංකාව

7 ශීත්සෙන්

8 ග්‍රෑෂ්‍යෙන්

B. The instructor should now test the students by reading the entries in A at random. Students should try to identify the sound with the number of the correct entry.

SINHALA

C. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students try to read the entry aloud. Then the instructor should supply the correct reading. The class should proceed in this fashion until all students can read all entries correctly.

1 පරුවම

2 විෂ

3 අභ්‍යන්තරය

4 උස්සන්ත

5 අංශ

6 පුද්ගල

7 ගලීම්

8 ග්‍රැන්ඩ්

DO NOT GO ON TO SECTION XXVIII UNTIL ALL STUDENTS CAN READ THE ENTRIES IN SECTION XXVII CORRECTLY.

SECTION XXVIII The mixed alphabet

A. The 'mixed' alphabet contains numerous additional symbols which are necessary for representing historically correct spellings of words derived from classical sources. In speech, many of these letters are not distinguished from letters in the 'pure' alphabet. For example:

ං	is identified with	ත
ඃ	is identified with	ග
ඇ	is identified with	ං
ඉ	is identified with	ඇ
උ	is identified with	අ
ඌ	is identified with	ඇ
ඍ	is identified with	ඇ
ඎ	is identified with	ඉ
ඏ	is identified with	ඇ
ඐ	is identified with	ඇ
එ	is identified with	ඇ
ඒ	is identified with	ඇ
ඓ	is identified with	ඇ
ඔ	is identified with	ඇ
ඕ	is identified with	ඇ
ඖ	is identified with	ඇ

B. The following initial symbols also belong to the 'mixed' alphabet. The instructor should pronounce them for the class.

- 1 ගඹ
- 2 ඩජ
- 3 ඝජ
- 4 ඝජා

SINHALA

C. The following entries contain additional symbols which have not appeared previously. The instructor should read the entries aloud. New symbols are underlined.

1 තුළු

2 රාජ්‍යය

3 ශලු

4 ශේධ

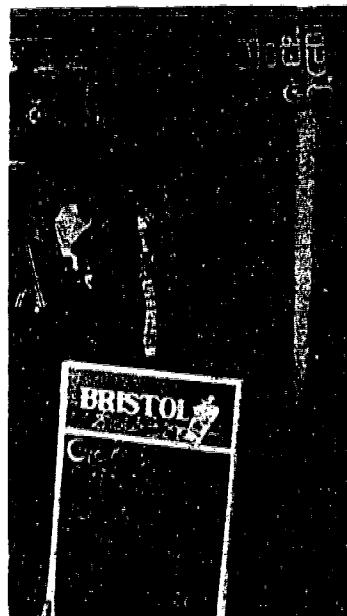
5 මාගි

6 සුති

7 සුත

D.

An additional symbol for "f" appears at the right in the word cafe. The symbol often appears on signboards, but it is not found on Sinhala typewriters.



READING PRACTICE - I

Passage 1

තැන් යු රිඩි දිස්? ඉත්තු යු තැන් රිඩි දිස්, යා මසට් තෝ දැබී දිස් ඉස් තාටි සිංහල.

දිස් ඉස් ඉංග්ලියා!

Passage 2

වි ද පිහළේ අවි ද ප්‍රතිපිටි ස්වේච්ඡ, ඉත් ඔබ වු ග්‍රෑම්; මෝ පැණ්ඩ්වී ප්‍රතියන්,
එස්වැඩිලිජ් රසරිස්, ඉත්තුව ඩිමෙස්ඩිත් චුඩ්සැලිටි, ග්‍රෑම්ඩ් ක්‍රි ද තොමත් බිජ්‍යේතස්,
ප්‍රාමෝරී ද පෙනරල් වෙල්ජේයා, ඇත්ත්වී සික්සේස් ද බිලුපිජ් අවි ලිඛි වු අවයෙල්විස්
අත්ත්වී අව පොස්ටෝරිටි, වූ ඔබේන් ඇත්ත්වී එස්වැඩිලිජ් දිස් තොත්ස්විටුහන් අවි ද ප්‍රතිපිටි
ස්වේච්ඡ අවි අලෙරක.



COLOMBO STREET SIGN

SINHALA

READING PRACTICE -- II

PLACE NAMES

There are a number of towns, cities and other well-known locations in Sri Lanka for which the Sinhala name is markedly different from the English. A number of examples for practice reading are given below.

(ම) තුවර	Kandy
යාපනේ	Jaffna
මත්තාරල	Mannar
මූදුණුමලේ	Trincomalee
මධිකලපුව	Batticoloa
කුගල්ල	Kegalle
තංගල්ල	Tangalle
ගල්ල	Galle
නිගලුව	Negombo
හලාවත	Chilaw
ශ්‍රී පාදේ (ශ්‍රී පාදය)	Adam's Peak
කොටුව	Fort
පිටකොටුව	Pettah
කොලුපිටිය	Colpetty
කොමිපඡු විදිය	Slave Island
ගල්කිස්ස	Mount Lavinia

SINHALA

READING PRACTICE -- III

SINHALA SURNAMES

Sinhala surnames are often mispronounced by foreigners who take their cues from the Romanized spelling rather than from the Sinhala. In addition, speakers of English frequently substitute æ for a and fail to distinguish between short and long vowels. For example:

Correct spelling	Commonly mispronounced as	Romanized or English spelling
බණ්ඩාරතායක	බැංඩාරතායික	Bandaranaike
සේනානායක	සේනතායක	Senanayake
දිසානායක	දිසතායක	Dissanayake

Although Sinhala surnames are often romanized in more than one way (for example, Balasuriya, Balasooriya), they are generally identified with a single pronunciation and a single spelling in Sinhala. Examples follow.

Sinhala

English

SINHALA

<u>Sinhala</u>	<u>English</u>
අරියරත්න	Ariyaratne
අරියපාල	Ariyapala
අට්ගල	Attygalle
බලචන්ද්‍ර	Balachandra
බලසුරියා	Balasooriya
බලසුරිය	Balasuriya
බන්ධාරනායක	Bandaranaike Bandaranayake
බස්නායක	Basnayake
චන්ද්‍රරත්න	Chandraratne
චන්ද්‍රසේකර	Chandrasekara
දහනායක	Dahanayake
දසනායක	Dasanaike Dasanayake
ධම්‍රසේන	Dharmasena
දෙසරාමී	DeSaram
දේසිල්වා	DeSilva
දියං	Dias
දිස්‍යනායක	Dissanayake Dissanaike

SINHALA

<u>Sinhala</u>	<u>English</u>
ගුණතිලක	Goonatillake
ගුණවර්ධන	Goonawardena
හේරත්	Herath
හෙටිටාච්චාරව්චි	Hettiaracchi
ඉලංගරත්න	Ilangaratna
ජයමාත්තන	Jayamanne
ජයරත්න	Jayaratne
ජයසේකර	Jayasekara
ජයසේන	Jayasena
ජයතිලක	Jayatilaka
ජයවර්ධන	Jayawardena
කිරුණුරත්න	Karunaratna
කිරුණානායක	Karunanayake
කිරුණුතිලක	Karunatileka
ලියනගේ	Liyanage
මුනසිංහ	Munasinghe
මුන්වීර	Munaweera
නානායක්කාර	Nanayakara
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SINHALA

<u>Sinhala</u>	<u>English</u>
රාජපක්ෂ	Rajapakse
රාමනායක	Ramanayake
රණවිර	Ranaweera
රණතුංග	Ranatunga
රත්වත්තේ	Ratwatte
සමරතොන්	Samarakoon
සමරත්නායක	Samaranayake
සමරසේකර	Samarasekara
සමරවිර	Samaraweera
සරත්චන්ද්‍ර	Sarathchandra
සේනෙනායක	Senenayake
සෙනෙවිරත්න	Seneviratne
සුබසිංහ	Subasinghe
තිලකරත්න	Tilakaratne
වණිගතුංග	Wanigatunga
වීරතොන්	Weerakoon
වීරසිංහ	Weerasinghe
වික්‍රමරත්න	Wickramaratne

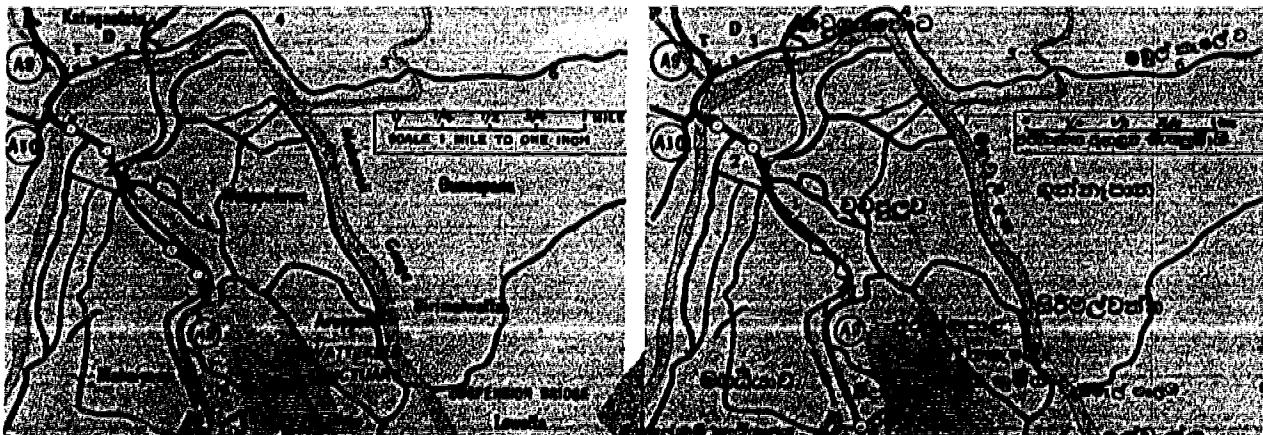
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SINHALA

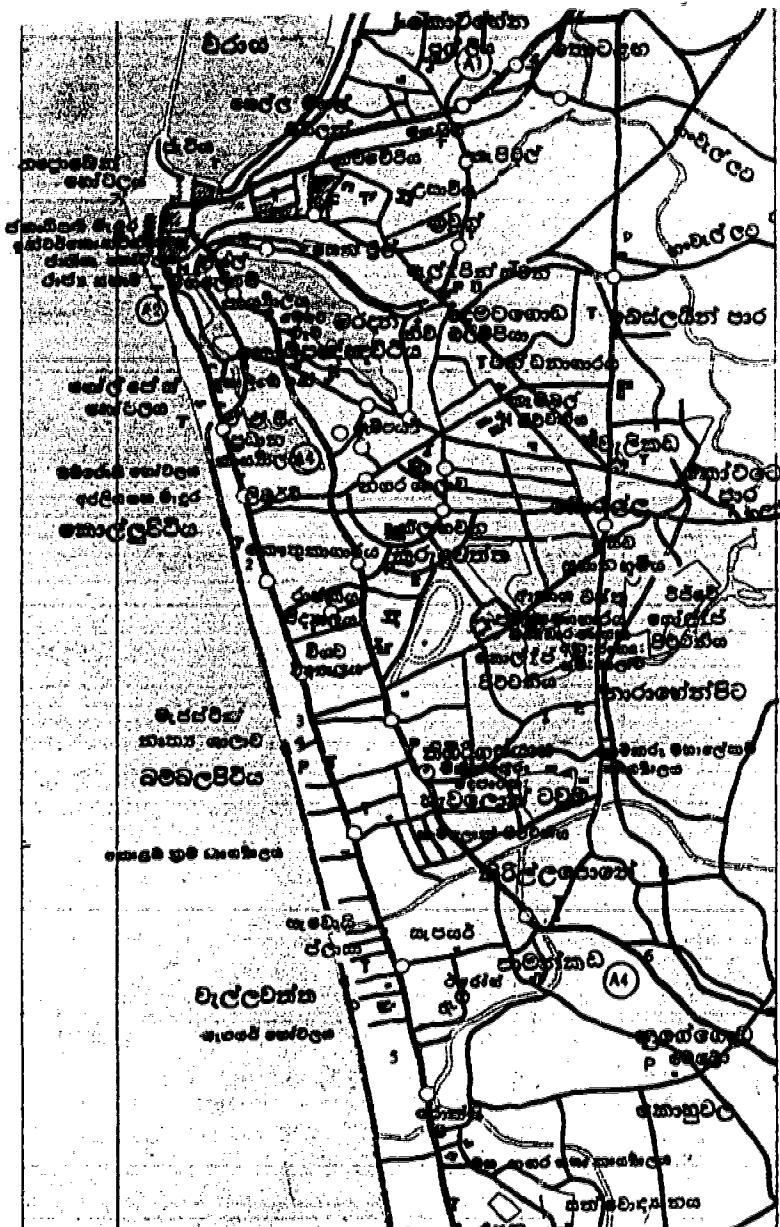
READING PRACTICE -- IV

WORK AT THE MAP

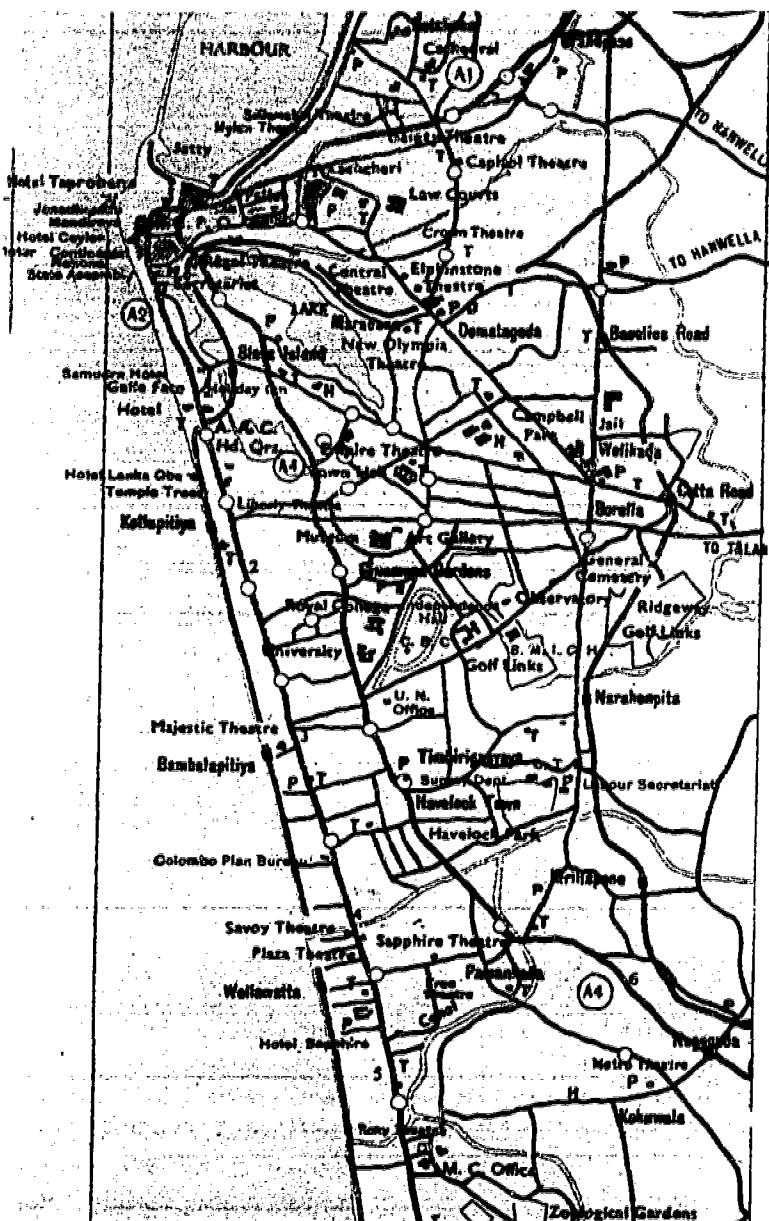
The class should obtain a copy of the large Sinhala road map of Sri Lanka produced by the Survey Department or of other Sinhala maps of Sri Lanka or parts of Sri Lanka which are of interest. The Survey Department usually has an interesting selection of maps for sale. Students should practice reading the place names which are of interest to them. The Kandy and Colombo insets from the Sinhala and English versions of the road map are reproduced below for the benefit of students studying in the United States.



SINHALA

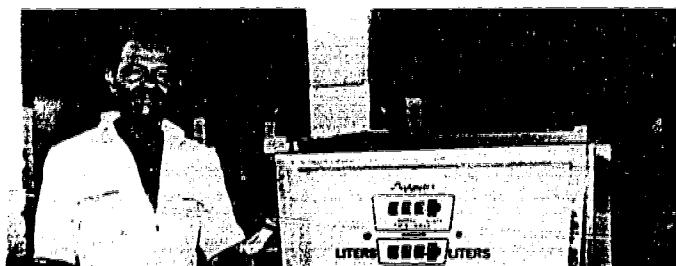
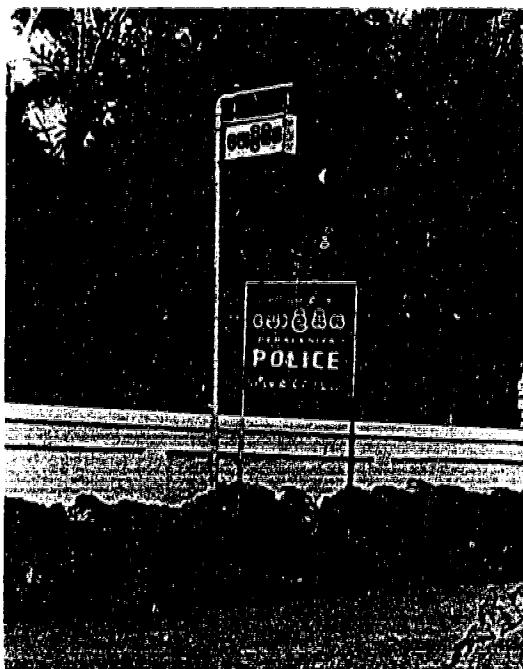


SINHALA



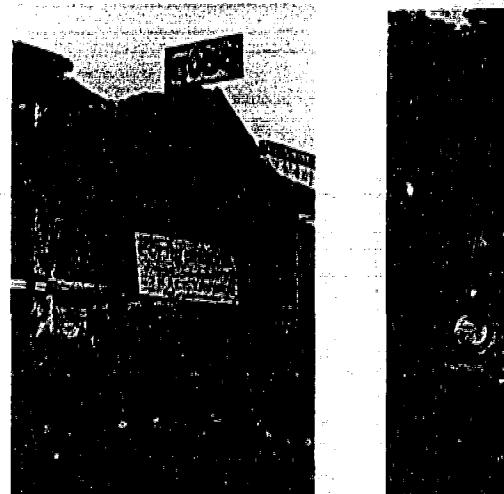
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